Chancellor's Advisory Council
Meeting Agenda – December 2, 2016

Foothill College
Toyon Room (Room 2020)
2:30 p.m.

FOOTHILL-DE ANZA
Community College District

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Welcome and introductions	I	Judy Miner
II. Approval of October 14, 2016, Meeting Summary *(Attachment II)*	A	Judy Miner
III. District Strategic Plan Review *(Attachment III)*	D	David Ulate
IV. Accreditation Functional Map/Infographics Feedback *(Attachment IV)*	D	David Ulate
V. Program Highlights - Online Education Initiative	I	Joe Moreau
VI. Other Information and Updates	I	All

FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
October 14, 2016

Present: Judy Miner, Robert Covington, Christina Espinosa-Pieb (for Brian Murphy), Karen Hunter, Patrick Morriss (for Carolyn Holcroft), Thuy Nguyen, Dorene Novotny, Ramiel Petros, Frank Rocha, Karen Smith (for Erin Ortiz), David Ulate, Lindsay West

I.   Welcome

Chancellor Miner welcomed council members and self-introductions were given.

II.   Approval of April 15 and May 13, 2016, Meeting Summaries

The June 10, July 22, and August 5, 2016, Chancellor's Advisory Council (CAC) meeting summaries were approved by consensus.

III.   Review of Charge, Purpose and Ground Rules

The council's charge, purpose, and ground rules were reviewed and reaffirmed with a correction to reflect the changes to the district mission statement approved by the Board of Trustees on July 11, 2016.

IV.   Review of 2015-16 Accomplishments/Goals for 2016-17

Councilmembers reviewed 2015-16 accomplishments. Judy spoke of the adoption of the new district mission statement as a highlight, noting that there was a robust discussion of the recommended changes by both the Board of Trustees and constituent groups. She stated that she is proud of the statement's emphasis on equity.

With regard to the draft 2016-17 goals, Judy explained that she would like to start sharing information regarding programs and initiatives ("program highlights") during Chancellor's Advisory Council. She spoke of the classified senates' Service Excellence initiative as a great example of collaboration and asked Karen Hunter to work with Erin and Lindsay to find a meeting date that would work well for a brief presentation.

Judy commented that the calendar of routine recurring items is intended to help council members be proactive in speaking with their constituents about matters under consideration by the CAC. She cited District Opening Day as an example of something she hopes everyone will keep in mind throughout the year since she would like to receive more submissions from the colleges about best practices and proud moments to include in her remarks.

Karen Smith suggested that Judy pass along the workshop proposals received for District Opening Day to the college professional development committees. She explained that the workshops were popular and employees regretted having to choose only one to attend.

Judy asked council members to poll their constituencies about the format of opening day to determine if there might be a way to organize the agenda that would work better for everyone. She indicated that she would also like to receive suggestions regarding speakers.

V.   Review of calendar for 2016-17

Council members approved the meeting calendar for 2016-17. Judy advised that Pat Hyland is organizing a spring convocation that is tentatively scheduled April 28, but it would not conflict with the Chancellor's Advisory Council meeting since it would end by about 2:00 p.m.

VI.   Accreditation

- Functional map

  David explained that the Accreditation Commission for Community and Junior Colleges (ACCJC) asks multi-college districts to create a functional map that delineates district and college responsibility for each of the accreditation standards. He advised that the district accreditation team prepared a preliminary map of each of the standards and then incorporated feedback received from the colleges.

  In response to questions from Ramiel and Patrick, David clarified that a shared responsibility indicates a standard that the district and the colleges cannot meet alone. When both the colleges and district have primary responsibility, it reflects that each entity has an independent responsibility to meet the standard.

  Council members were asked to send any feedback regarding the functional map to Paula Norsell.

- Infographics

  The council discussed the governance and resource allocation infographics. David reported that the planning cycle infographic was not included with the meeting materials but would be sent to the council after the meeting.

  With regard to the governance infographic, Judy explained that the Academic and Professional Matters Committee and Audit and Finance Committee are not considered participatory governance groups but are included on the infographic because of the role they play in the decision-making process.

  David advised that the resource allocation infographic is meant to capture the general overall process used to allocate state apportionment funds but has not been designed to illustrate the separate processes used for allocating grants and other special funds. He added that narrative would be added that defines the limitations of the document and noted that it should be apparent from the graphic that the district uses a college-centric allocation model with most of the money decisions made at the colleges.

  Judy asked that council members consider whether it is a true representation of the allocation process, if it is how resources have been allocated in their areas, and if they would know how to influence the process. Karen Smith commented that the resource allocation process is not well understood by many classified employees. Judy concurred that communication is always a challenge and employees may not be exposed to the resource allocation process unless they are involved in college governance or program review.

In response to Patrick's suggestion that program review be added to the college circles and Ramiel's comment that the chart would probably not help a student to know where to go to influence the process, Judy explained that the infographic is a district-level view of the allocation process and that the colleges' accreditation reports would drill down to define each college's allocation procedures. Thuy indicated that a college-level infographic might eventually be developed, but the Foothill College Governance Handbook may address the details well enough that an infographic is not needed.

Judy asked that council members share the infographics with their constituencies with a reminder that they represent district-level processes. Feedback should be sent to Paula Norsell for inclusion on the next meeting agenda. She suggested that the following questions be used as prompts for the resource allocation infographic:

1) Do you believe the process depicted is true?
2) Do you believe people know that this is how to influence resource allocation?

- Governance survey

  David asked that completed surveys be returned to him. He explained that the survey is a new addition to the accreditation process and that all governance groups would be asked to participate.

VII. District Strategic Plan Update

David distributed a draft of the strategic plan structure and reported that the streamlined design was developed over the summer with input from the Strategic Plan Workgroup. David advised that the district priorities were developed based on the colleges' Educational Master Plan goals and that each of the district strategies will have associated metrics to allow measurement of progress. Judy asked council members to share the draft structure with their constituent groups and report any feedback received.

VIII. Board Policies and Administrative Procedures

- BP 3510 Workplace Violence (formerly BP 4515) – Revised (Fourth Reading)
- AP 3510 Workplace Violence – New (Fourth Reading)

Judy advised that discussion of the workplace violence policy and procedure would be postponed until the December 2 meeting when a representative from the Faculty Association can be present.

- AP 2410 Policy and Administrative Procedure – Revised (Third Reading)

Patrick shared concerns that because the academic senate is not represented on the approval line for policies and procedures involving academic and professional matters, the flowchart marginalizes the senates' role. The council discussed several alternatives and agreed to send the procedure back to the Academic and Professional Matters Committee for further review. Ramiel commented that it is not clear from the flowchart how students would participate in policy development, and Judy responded that students have a chance to provide input through their representatives at Foothill's Planning and Resource Council, De Anza's College Council, and the Chancellor's Advisory Council.

IX. League for Innovation Reaffirmation Report

Judy urged everyone to read the self-study prepared in connection with the district's reaffirmation as a board member of the League for Innovation in the Community College, which is available on

the district website. She commended Becky Bartindale and Paula Norsell for their work on the report.

X.   Other Information and Updates

- Hiring procedure changes

  Dorene distributed information about hiring committee equity and equal opportunity training that will soon be required for anyone who wants to serve on a hiring committee. She advised that Part 1 is a three-hour comprehensive equity, diversity, and inclusion training, and Part 2 is a one-hour refresher that would be provided to search committees. Tentative dates for training are November 4 and 14. Dorene also noted that Human Resources will be taking over responsibility for assigning equal employment opportunity representatives on hiring committees.

  In response to questions from Ramiel about the need for students to be trained if they are asked to participate in the hiring process, Dorene indicated that if students are involved in the process, they would be welcome at the training. She offered to speak further with interim Director of Equity and Employee Relations Pat Hyland about any unaddressed needs.

  Dorene characterized the training as a way to put the district's principals and commitments into action. Karen Smith suggested that an email message from Dorene recommending that employees be given time away from duties to attend the training would help to alleviate concerns of both managers and employees. She also suggested that Human Resources work with the college professional development committees to offer the training throughout the year. Judy added that it might be possible to use division or department meetings for training time as well. Thuy noted that many classified staff members recently participated in a professional development day focused on implicit bias and questioned whether that training might be used for credit toward the new requirement.

  Thuy commented that Foothill's academic and classified senates are considering adoption of resolutions whereby only those who have been trained will be considered for appointments to hiring committees. Patrick commended the training as a concrete action that directly supports the college and district's stated values.

The meeting adjourned at 4:15 p.m.

Foothill-De Anza Community College District
District Strategic Plan

Introduction

The purpose of the Foothill-De Anza (FHDA) Community College District Strategic Plan is to develop district-based strategies that work to support the mission of the district. To accomplish this, the plan identifies seven district strategic priorities, the college and district goals that support those priorities, and then the specific district strategies that will work to support those goals. Each strategy will have one or more associated metrics as a way to assess progress.

FHDA Mission Statement

The mission of the Foothill–De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

Key mission statement terms:

(Mission) Student Success	(Driven by) Equity	(Guided by) Excellence
(Guided by) Inclusion	(Guided by) Sustainability	(Contributes to) Dynamic learning environment
(Fosters) Student engagement	(Fosters) Equal opportunity	(Fosters) Innovation
(Meeting) Educational goals	(Meeting) Career goals	(Who we serve) Diversity
(Committed to providing) Accessible education	(Committed to providing) Quality education	(Developing) Broadly educated community
(Developing) Socially responsible community		

Strategic Priority #1: Educational Achievement

Key mission statement terms relative to strategic priority #1:

(Mission) Student Success	(Driven by) Equity	(Guided by) Excellence
(Contributes to) Dynamic learning environment	(Fosters) Student engagement	(Meeting) Educational goals
(Committed to providing) Quality education	(Developing) Broadly educated community	(Developing) Socially responsible community

Key: CG = College Goal
DG = District Goal
DS = District Strategy

Student success is the primary focus of the Foothill-De Anza Community College District. Student success is viewed through an equity lens to ensure the district continues to strive for excellence for all. It is important for students to be engaged in their educational experience and meet their educational goals, resulting in a broadly educated and socially responsible community.

Goals:

CG 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
CG 1.2: Decrease in achievement gap.
CG 1.3: Increase participation in community and civic engagement within and outside the college.

District Strategies:

DS 1.1: Develop a data rich environment that increases end user confidence and ability to utilize/engage student success data and develop strategies to decrease inequities in outcomes.
> Metric 1.1a: Complete the development of customized data reporting tools – higher education profiles, inquiry tool, and Argos reporting.
> Metric 1.1b: Conduct a minimum of two training workshops annually on the use of data resources—one during the district opening day and one (or more) in the academic year.

DS 1.2: Increase support from the foundation that increases engagement by the community and supports efforts to reduce achievement gaps.
> Metric 1.2a: Raise three million to renovate and expand STEM Success Center.
> Metric 1.2b: Raise an additional $150 thousand to support programs such as VIDA, LEAD, and APALI.

Strategic Priority #2: District community

Key mission statement terms relative to strategic priority #2:

(Driven by) Equity	(Guided by) Inclusion	(Guided by) Sustainability
(Fosters) Student engagement	(Fosters) Equal opportunity	(Who we serve) Diversity
(Committed to providing) Accessible education		

Success for all students is central to the work of FHDA. As part of our equity efforts, it is important for the District to ensure we are accessible to and inclusive of all members of our diverse community, which also includes employees of the district. In order to sustain a dynamic learning environment that is innovative and focused on students, we must continually address the needs of employees, and work to employ a workforce that is reflective of our district community.

Key: CG = College Goal
DG = District Goal
DS = District Strategy

Goals:

CG 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
CG 2.2: Increase community partnerships that promote lifelong learning opportunities and develop K-12, adult ed., & four-year degree pathways.
DG 2.1: Improve diversity of qualified applicant pools so employee demographics are more representative of those of the student body.

District Strategies:

DS 2.1: Increase financial supports for students.
     Metric 2.1a: FHDA Foundation will raise $500 thousand in additional scholarship, book vouchers, and emergency funds.
DS 2.2: Identify potential impediments to enrollment access and develop district strategies to address them.
     Metric 2.2a: Conduct an evaluation around enrollment trends and issues of access.
DS 2.3: Develop and implement strategies such as targeting recruitment sources and job fairs to reduce disparity between student and employee non-white demographics.
     Metric 2.3a: Increase applicant pool demographics of non-white v. white full-time faculty as compared to 2012-2015 averages.
     Metric 2.3b: Increase employee demographics of non-white v. white new hire faculty as compared to 2012-2015 averages.
DS 2.4: Implement Equal Opportunity (EO) Plan initiatives regarding hiring committees
     Metric 2.4a: All members of recruitment search committees will receive training on the topic of unconscious bias.
     Metric 2.4b: All administrators and managers leading recruitment search committees will receive training on the topic of the role and responsibilities of an EO Rep on search committees.

Strategic Priority #3: Learning & Support Services

Key mission statement terms relative to strategic priority #3:

(Mission) Student Success	(Driven by) Equity	(Guided by) Inclusion
(Contributes to) Dynamic learning environment	(Fosters) Equal opportunity	(Fosters) Innovation
(Meeting) Educational goals	(Meeting) Career goals	(Who we serve) Diversity
(Committed to providing) Accessible education		

The learning and support services provided by the District greatly impact the ability of our community to achieve the mission of student success. To create a dynamic learning environment that is accessible and inclusive to all our diverse students, we need to be innovative in how we help students meet their educational and career goals.

Key: CG = College Goal
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Goals:

CG 3.1: Enhancing support for online growth and quality that address the digital divide.
CG 3.2: Continuous improvement of student services and other high-impact practices that increase student success.

District Strategies:

DS 3.1: Through the Online Education Initiative, develop online resources to increase student participation and achievement in online education.
  Metric 3.1a: Adopt online counseling and academic tutoring services.
  Metric 3.1b: Fully implement the Canvas course management system at both colleges.
DS 3.2: Develop additional technology-based student service resources.
  Metric 3.2a: Integrate SARS, DegreeWorks, and other student support data and reporting systems with traditional student success reporting practices.

Strategic Priority #4: Career goals

Key mission statement terms relative to strategic priority #4:

(Mission) Student Success	(Fosters) Innovation	(Meeting) Career goals
(Who we serve) Diversity	(Developing) Broadly educated community	(Developing) Socially responsible community

Student success can mean many things. For many at the community college, success comes in the form of professional development to advance one's career, earning a Career Technology Education (CTE) certificate or degree, and/or completing an academic pathway that leads to a four-year degree in the professional field of their choice. Consequently, FHDA places a priority in understanding the professional needs of its community as well as support in achieving their professional goals.

Goals:

CG 4.1: Partner with business and industry to prepare students for the workforce.
CG 4.2: Increase employment rates for CTE participants.

District Strategies:

DS 4.1: Increase support for student internships.
  Metric 4.1a: FHDA Foundation will raise $50 thousand for additional student internships.
DS 4.2: TBA

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Strategic Priority #5: Learning facilities

Key mission statement terms relative to strategic priority #5:

(Mission) Student Success	(Guided by) Sustainability	(Contributes to) Dynamic learning environment
(Fosters) Student engagement	(Fosters) Innovation	(Who we serve) Diversity

Central to student success is the district facilities used to provide the learning environment. FHDA has placed an emphasis on creating a learning environment and learning spaces that focus on being environmentally friendly as well as fostering student engagement. We want to reduce our carbon footprint so that future generations can enjoy the educational opportunities afforded them at FHDA; and manage campus space in a way that is inviting to students and motivates them to engage in their educational experience.

Goals:

CG 5.1: Expand college practices and initiatives to support environmental stewardship.
CG 5.2: Management of space to encourage dialogue and engagement.

District Strategies:

DS 5.1: Reduce college/district reliance on purchased utilities.
    Metric 5.1a: Electricity storage technology reduces peak period electricity consumption.
    Metric 5.1b: Installation of electric fuel cells.
DS 5.2: Implement facilities master plan strategies regarding classroom and campus spaces.
    Metric 5.2a: Increased number of smart classrooms.
    Metric 5.2b: Foothill – complete a comprehensive evaluation of the centralization of campus services at the campus center quad area.
    Metric 5.2c: De Anza – Evaluate the viability of centralizing all of student services within the A Quad area and Registration & Student Services Building.

Strategic Priority #6: Fiscal responsibility

Key mission statement terms relative to strategic priority #6:

(Mission) Student Success	(Guided by) Sustainability	(Contributes to) Dynamic learning environment
(Fosters) Innovation	(Committed to providing) Accessible education	

Fiscal responsibility has long been a priority for FHDA. It is fundamental to our ability to provide an education that is both accessible and innovative. Given the recent era of economic fluctuations, fiscal responsibility has become a more central point to the learning environment

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             DS = District Strategy

we are able to create, both with respect to the number of employees as well as the programs we are able to fiscally support. This is why fiscal responsibility continues to be a strategic priority for FHDA.

Goals:

CG 6.1: Maintain stable salaries and benefits.
CG 6.2: Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.
DG 6.1: Responsible stewardship of available resources to serve as the foundation for sound fiscal management.

District Strategies:

DS 6.1: Evaluate and revise district resource allocation process.
    Metric 6.1a: Review enrollment trends and its impact on district and college budgeting.
    Metric 6.1b: Review revenue and spending forecasting.
DS 6.2: Strive to reach and maintain a balanced budget and prudent reserve.
    Metric 6.2a: Ongoing revenues match ongoing expenses
    Metric 6.2b: No structural deficit
    Metric 6.2b: Maintain a reserve above the five percent state minimum
DS 6.3: Provide high level of grant support and oversight.
    Metric 6.3a: All grants received are in compliance with relevant laws and regulations.
    Metric 6.3b: Review all grant applications for fiscal and operational impact on general fund resources.
DS 6.4: Increase financial support from external sources.
    Metric 6.4a: FHDA Foundation increasing overall fundraising by $500 thousand, annually.

Strategic Priority #7: Governance

Key mission statement terms relative to strategic priority #7:

(Mission) Student Success	(Driven by) Equity	(Fosters) Equal opportunity
(Fosters) Innovation	(Who we serve) Diversity	(Committed to providing) Accessible education

Success for all students is more effective when all groups involved participate in the planning and governance of district processes and practices. When voices from all parts of the college and district are heard, including student voices, this greatly enables the district to be innovative and provide all students an education that is accessible, innovative, and relevant to their needs.

Goals:

CG 7.1: Broaden employee participation in leadership and professional development activities that engages them with the college and the community.

Key: CG = College Goal
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CG 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community.
DG 7.3: Increase collegiality, partnership, and sense of community with the two colleges and central services.

District Strategies:

DS 7.1: Evaluate the district governance process to continually assess its effectiveness.
　　　Metric 7.1a: Conduct a district governance evaluation survey every two years.
DS 7.2: Provide opportunities for constituency feedback at all district governance meetings.
　　　Metric 7.2a: All district governance committees will allocate time in their meeting for
　　　constituency feedback. This will be demonstrated in meeting minutes.
DS 7.3: Increase number of partner based workgroups and initiatives at the district that involve participation from colleges and central services.
　　　Metric 7.3a: Develop districtwide enrollment management group.

Key:　　CG = College Goal
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Feedback

Karen Hunter

Sent: Saturday, October 29, 2016 7:58 AM
To: Paula Norsell
Categories: Blue Category

Hi Paula,

The De Anza Classified Senate had some feedback regarding the items that were discussed at Chancellor's Advisory.

Opening Day - The workshops were concentrated toward faculty. The day is geared for those coming back, not for those who have worked the summer.

The Campus Center Classified Professionals do not get a chance to participate, therefore, they need a special call out for their work.

Resource Allocation Cycle - The group did not feel there is enough information on the graph. They would have liked some narrative regarding who is in what group. If the info-graph will be online, a suggestion was made to make it interactive, zoom-in and get information. They felt they needed more information than given to know where they were included on the info-graph.

This was feedback from the Tuesday, Oct. 25, 2016 De Anza Classified Senate Meeting.
I can provide you with our approved minutes, once they are complete after our Nov. 8, meeting.

All the best,

Karen

Karen Hunter
Financial Aid Assistant
Classified Senate Executive Council Member
(Preferred Pronouns - she/her)
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Definitions

P	Primary Responsibility:	Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).
S	Secondary Responsibility:	Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).
SH	Shared Responsibility:	Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements).

		College	District
Standard I:	**Mission, Academic Quality and Institutional Effectiveness, and Integrity** The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
I.A:	**Mission**		
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P
I.B:	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Insitutional Effectiveness		
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	**Institutional Integrity**		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	P
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH

| I.C.14 | The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. | SH | SH |

		College	District
Standard II:	**Student Learning Programs and Support Services** The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.		
2A:	**Instructional Program**		
2A1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2A2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
2A3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
2A4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
2A5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
2A6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
2A7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
2A8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
2A9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S

2A10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	**P**	**S**
2A11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	**P**	**S**
2A12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	**P**	**S**
2A13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	**P**	**S**
2A14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	**P**	**S**
2A15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	**P**	**S**
2A16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	**P**	**S**

2B: **Library and Learning Support Services**

2B1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	**P**	**S**
2B2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	**P**	**S**
2B3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	**P**	**S**
2B4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	**P**	**S**

2C:	Student Support Services		
2C1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
2C2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
2C3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
2C4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
2C5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
2C6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
2C7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
2C8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Standard III: Resources		College	District
	The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).		
3A:	**Human Resources**		
3A1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
3A2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3A3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
3A4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	P	S
3A5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
3A6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
3A7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
3A8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
3A9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P
3A10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P
3A11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
3A12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
3A13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
3A14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
3A15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

3B: Physical Resources

3B1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
3B2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3B3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
3B4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

3C: Technology Resources

3C1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
3C2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3C3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
3C4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	P
3C5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

3D: Financial Resources

Planning

3D1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
3D2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
3D3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH

Fiscal Responsibility and Stability

3D4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
3D5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
3D6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
3D7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

3D8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	**SH**	**SH**
3D9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	**SH**	**SH**
3D10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	**SH**	**SH**
	Liabilities		
3D11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	**S**	**P**
3D12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	**S**	**P**
3D13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	**S**	**P**
3D14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	**P**	**P**
3D15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	**P**	**S**
	Contractual Agreements		
3D16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	**P**	**P**

		College	District
Standard IV:	**Leadership and Governance** The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.		
4A:	**Decision-Making Processes**		
4A1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
4A2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
4A3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
4A4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
4A5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
4A6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
4A7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P
4B:	**Chief Executive Officer**		
4B1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
4B2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S

4B3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
4B4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
4B5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
4B6	The CEO works and communicates effectively with the communities served by the institution.	P	S

4C:	**Governing Board**		

4C1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
4C2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
4C3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
4C4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
4C5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
4C6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
4C7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P
4C8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
4C9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
4C10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P

4C11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
4C12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
4C13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P

4D:	**Multi-College Districts or Systems**		
4D1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
4D2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
4D3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4D4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
4D5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
4D6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
4D7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Foothill-De Anza Community College District
Participatory Governance Structure
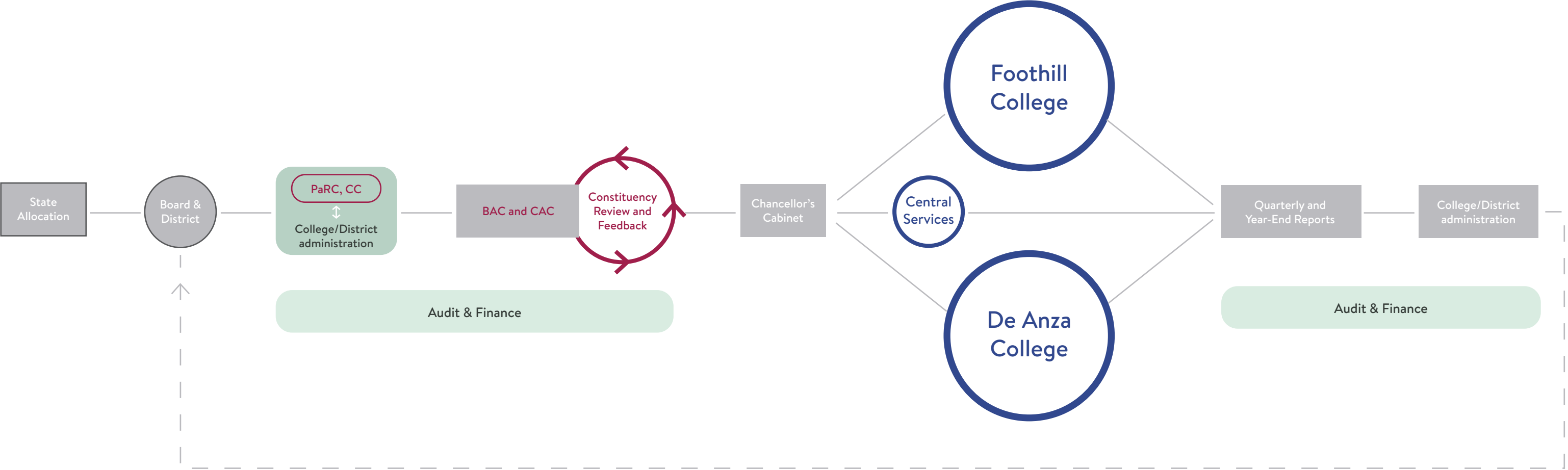
"Meeting and Serving the Needs of the Community"

Audit & Finance Committee

Board

Academic Professional Matters (APM)

Chancellor

Foothill Planning and Resource Council (PaRC)

Chancellor's Advisory Council

De Anza College Council

District Diversity & Equity Advisory Committee

Budget Advisory Committee

Human Resources Advisory Committee (HRAC)

Educational Technology Advisory Committee (ETAC)

Created Fall 2016
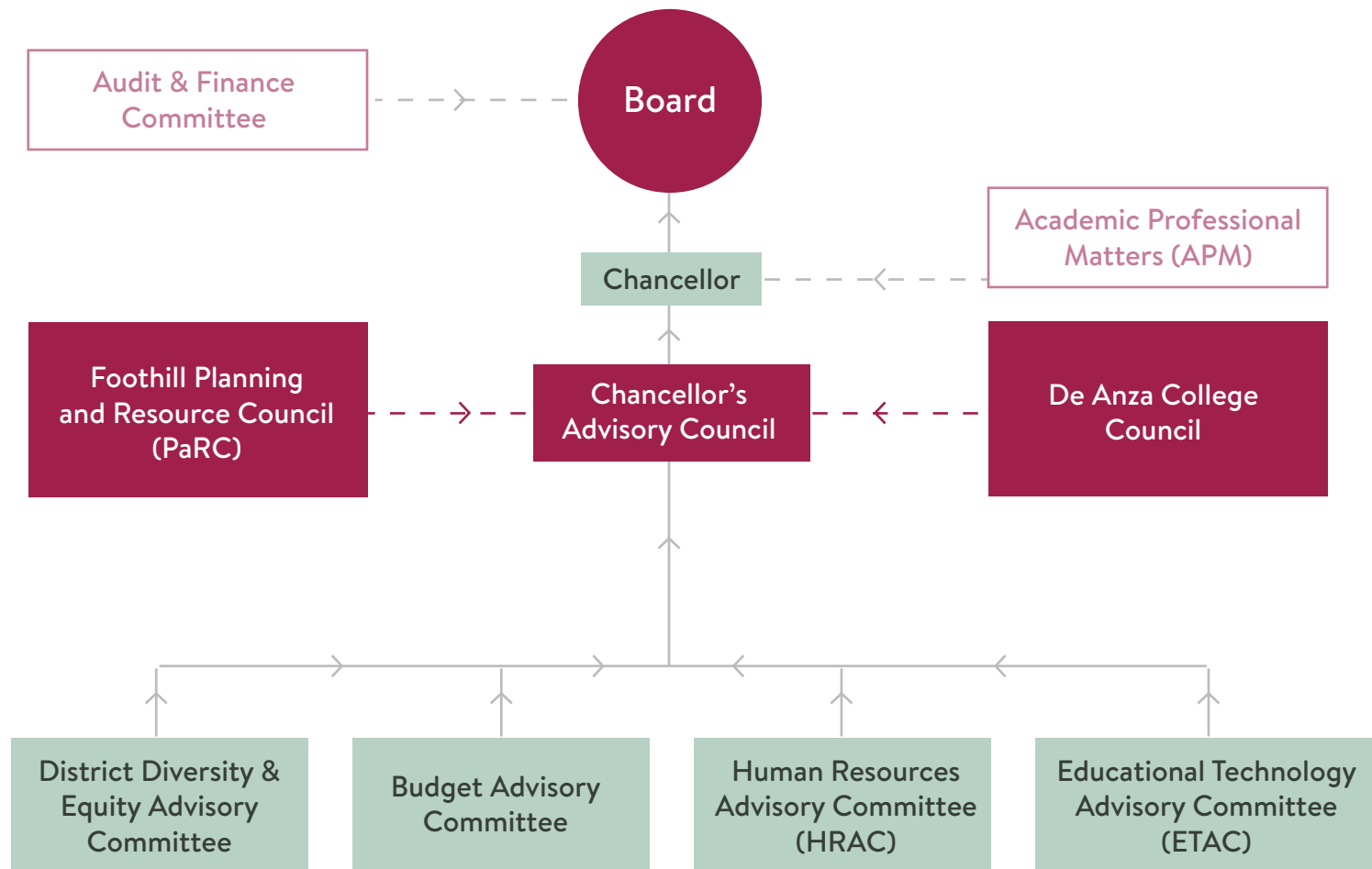
Foothill-De Anza Community College District
Planning Cycle

Colleges' Education Master Plans 2016–2022

Colleges' Education Master Plans 2023–2029

Colleges' Education Master Plans 2030–2036

Colleges evaluate and revise education master plans

Colleges' self-study writing process

Colleges evaluate and refresh education master plans

Colleges evaluate and revise education master plans

Colleges' self-study writing process

Colleges evaluate and refresh education master plans

Colleges evaluate and revise education master plans

| 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 | 2030/31 |

District evaluates and revises strategic plan

Site visit

District evaluates and refreshes strategic plan and facilities master plan

District evaluates and revises strategic plan

Site visit

District evaluates and refreshes strategic plan and facilities master plan

District evaluates and revises strategic plan

District Strategic Plan 2017–2023

District Strategic Plan 2024–2030

District Strategic Plan 2031–2037

Created Fall 2016

Foothill-De Anza Community College District
Resource Allocation Cycle

State Allocation

Board & District

PaRC, CC
↕
College/District administration

BAC and CAC

Constituency Review and Feedback

Chancellor's Cabinet

Central Services

Foothill College

De Anza College

Quarterly and Year-End Reports

College/District administration

Audit & Finance

Audit & Finance

Governance Groups

PARC = Planning and Resource Council (FH)

CC = College Council (DA)

BAC = Budget Advisory Committee (District)

CAC = Chancellor's Advisory Council (District)

District resource allocation pathway

Participatory spending prioritization

Constituency review and feedback

Constituency input

Created Fall 2016

Changing the Face of Online Education in California Community Colleges

Joseph Moreau

Vice Chancellor of Technology & OEI Executive Sponsor

December 2, 2016

$56.9 Million over 5 Years

+$20Million Unsolicited
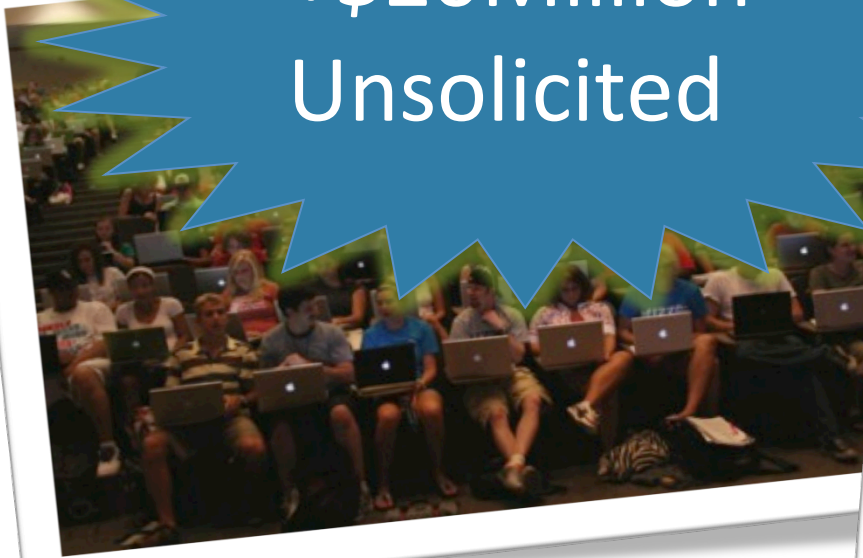
2010-2013 Turning away students

2015 Trying to get them back!

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

Goal: Increase student COMPLETION of transfer degrees by working together to increase access to quality online courses and support services for students.

Access | Quality | Completion

✔ Providing resources to colleges to allow for the addition of quality online courses

✔ Improve success and retention
  - Prepared students
  - Prepared faculty
  - Quality course design and content resources

✔ Providing students with opportunities to take classes when and where they need them

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

ONLINE EQUITY GOALS

- Decrease success rate gaps in online courses
- Identify strategies to address inequities

Equality doesn't mean **Equity**

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE
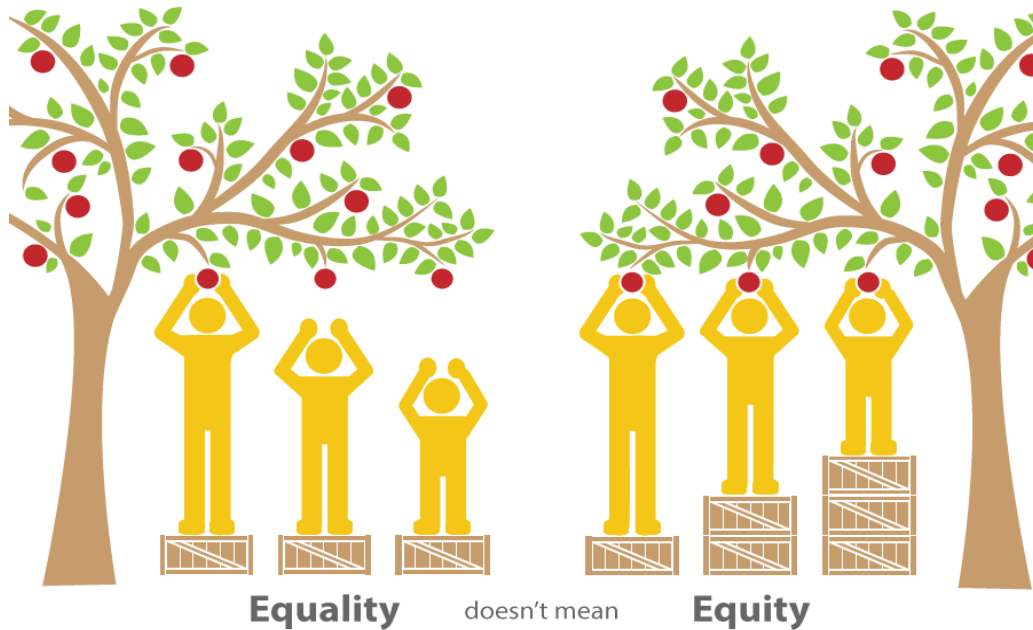
Helping to Ensure Equity

Access Services Online

- Application
- Assessment Counseling
- Orientation
- Financial Aid
- Registration
- Online Readiness

Success Services Online

- Tutoring
- Counseling
- Online bookstore
- Online DSPS processes
- Library Services
- Proctoring
- E-Transcripts

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

Initiative Philosophy:

"Dwell in Possibility"

Emily Dickenson
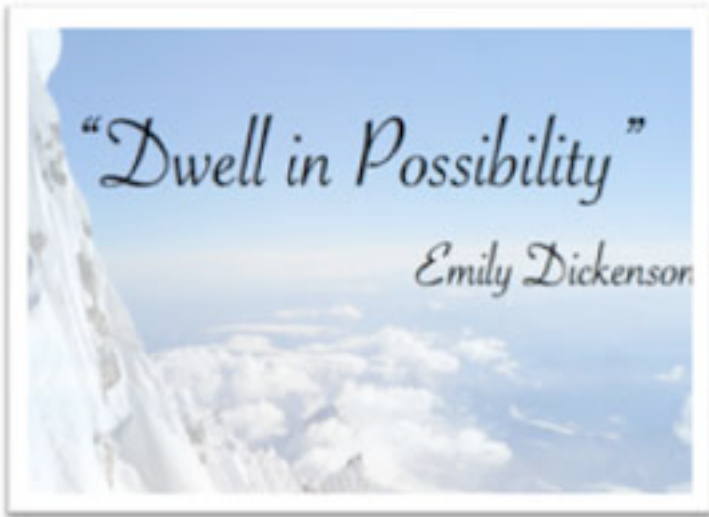
- Always consider what is best for students

- Engage in agile project management

- Innovation is messy

- Keep the big picture in sight

- Involve everyone in the process

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

There are three levels of opportunity for college participation in the OEI

Colleges Using OEI Resources

Colleges Using OEI Resources & Canvas

Colleges using Resources, Canvas, & Exchange
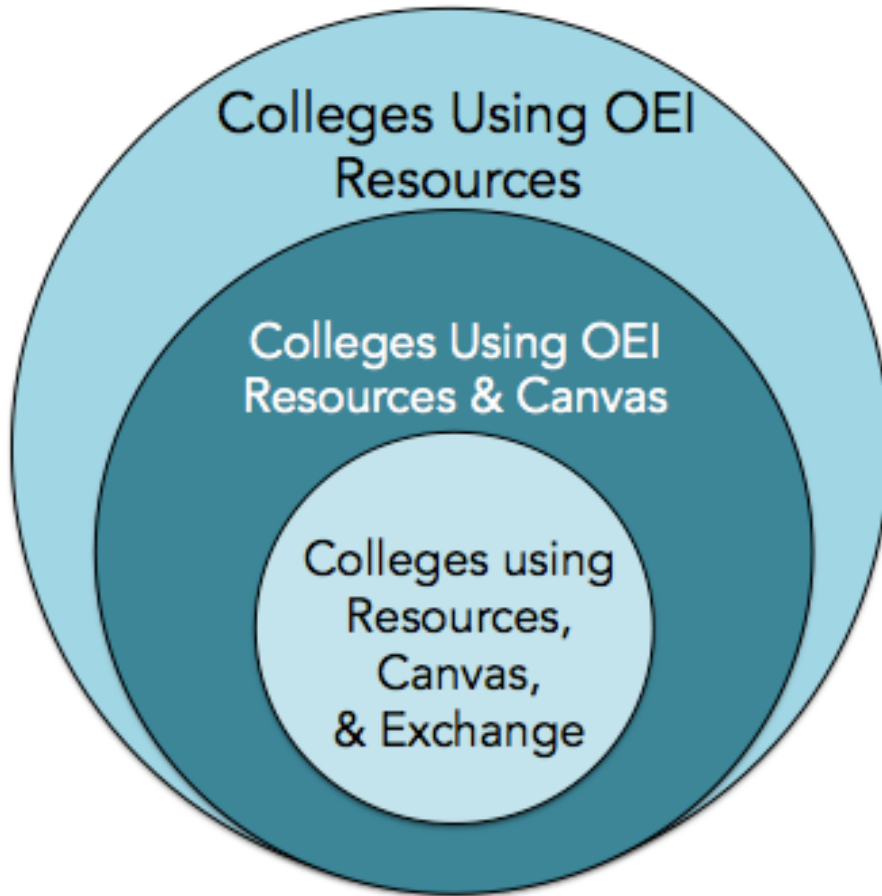
- Shared resources such as the OEI Course Design Rubric, Online Learner Readiness Tutorials and @ONE workshops *OR*

- Shared resources and adopt Canvas as their course management system *OR*

- Shared resources, adopt Canvas, participate in the OEI Consortium along with the Exchange

Comparing……

Online Learning Support Ecosystem
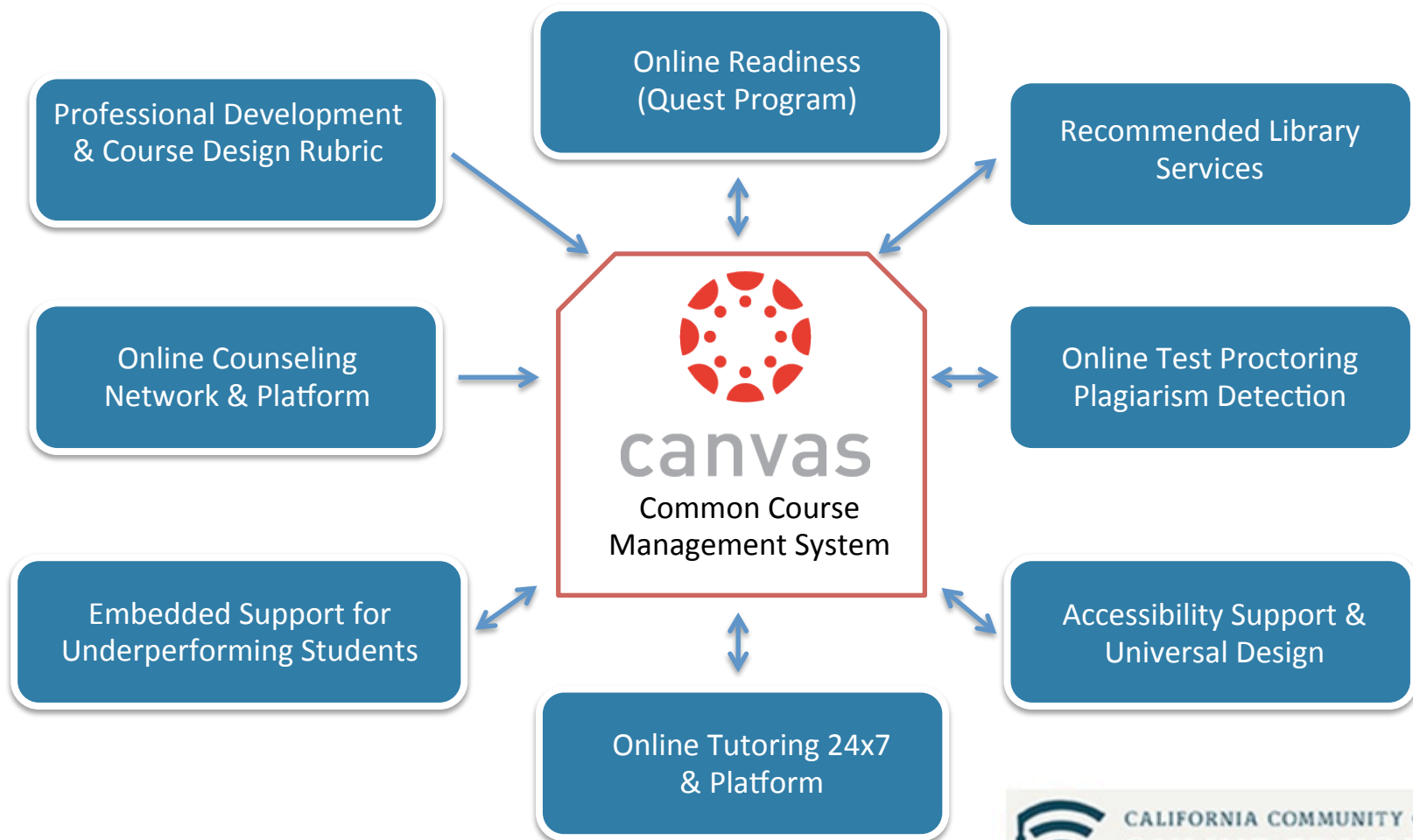
Professional Development & Course Design Rubric

Online Readiness (Quest Program)

Recommended Library Services

Online Counseling Network & Platform

canvas

Common Course Management System

Online Test Proctoring Plagiarism Detection

Embedded Support for Underperforming Students

Online Tutoring 24x7 & Platform

Accessibility Support & Universal Design

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OEI Purchase of Canvas

- **103** colleges have declared intent to migrate
- Selection Committee
  - Over 50 participants
  - Met from 10/2014 – 2/2015 weekly
  - Students participated
  - 3 system demonstrations
  - Put aside personal bias and consider what was best for students

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California Community Colleges Chancellor's Office

Professional Development

Helping faculty to:

- Apply best practices in online course design and accessibility

- Utilize online tools for student success

- Get the most from Canvas

Professional Development

- 4-week Introduction to Teaching with Canvas
  - Free to faculty at OEI pilot colleges and colleges that have committed to Canvas
  - Self-paced version available NOW
  - Train-the-trainer events held
  - Creative Commons version available

- Canvas faculty support calls

- Instructional design help from @ONE

- CCC Community in Canvas

- Canvas subscription training available

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Effective Course Design

Online Course Design & Accessibility

- Course design rubric
  - Practices that aid student retention and success
  - Assists colleges with accreditation standards
- Accessibility activities: Oct 2016
- Rubric revisions: Nov 2016
- Revised review process: Jan 2017

"I'm happy to be part of the OEI! The review process was the best professional development opp I've had as an online instructor."

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What's the value of refresh?

Table 2. Students are more likely to pass new online courses than old ones

Number of terms offered online	Observed passage rate (%)	Number of courses
2	66.2	36
3	64.0	36
4	63.1	54
5	63.1	72
6	63.2	98
7	61.1	46
8	61.6	112
9	61.4	136
10	59.3	422
11	59.0	170
12	57.9	144
13	59.1	104
14	59.7	156
15+	58.8	84

SOURCE: Authors' calculations based on the analytic sample.

NOTE: Online courses in 2013–14.

Public Policy Institute of California
June 2015

http://tinyurl.com/ WCET16oei

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Online Learner Readiness Tutorials

- *Quest for Online Success*

- No cost online student readiness tutorials are now available to all 113 CCCs

- Can be easily embedded within a course, or linked from anywhere

- Hosted by TTIP South
  - http://apps.3cmediasolutions.org/oei/

- 13 tutorials
  - 1-6 focus on skill development for students new to online
  - Remaining modules designed for more experienced online students

Academic Integrity

- Proctoring
  - Online solution – now available
    - Proctorio
  - <u>Systemwide network of proctoring sites in development</u>

- Plagiarism detection
  - VeriCite online plagiarism detection pilot
  - <u>Negotiated rate for all colleges</u>

proctorio

Automated remote proctoring

- Works within Canvas
- Browser lockdown options
- Documents Student ID authentication (plus additional metadata)
- Dynamic range of variables and behavior settings that can be tracked as "suspicious behaviors" or exam abnormalities

- Computer-based abnormalities
- Environmental abnormalities
- Technical abnormalities
- Compare data across student attempts (e.g., identify possible exam collusion)
- Flexible settings allow faculty to customize the student experience and security levels

Online Tutoring Platform

- WorldWideWhiteboard
  - Licensed for any CCC to use w/local tutors
  - Longer term goal is to develop a CCC online tutoring consortium built upon the WWWB platform
  - Currently working with ACTLA (Association of Colleges for Tutoring and Learning Assistance) to determine level of interest and feasibility

Online Tutoring Capabilities

Tutoring:

– Students can

- Meet with a live tutor (up to 24/7, depending on subject)

- Use *Question and Answer Center* 24/7 (asynchronous tutoring)

- Essay or paper review 24/7 via *Paper Center*

- Service funded for pilot colleges; reduced cost for non-pilot colleges

Supporting Online Counseling

– Technology Platform – Cranium Café
  - Online meeting & collaboration platform that supports distance counseling

– Network Structure and Approach
  - Partner with community colleges to establish a uniform approach
  - Create a community of online counselors trained in working with online students utilizing the same platform

– Professional Development and Standards
  - Develop and deliver professional development training and materials
  - Align to the National Board of Certified Counselors standards for distance counseling professionals

Online counseling Platform

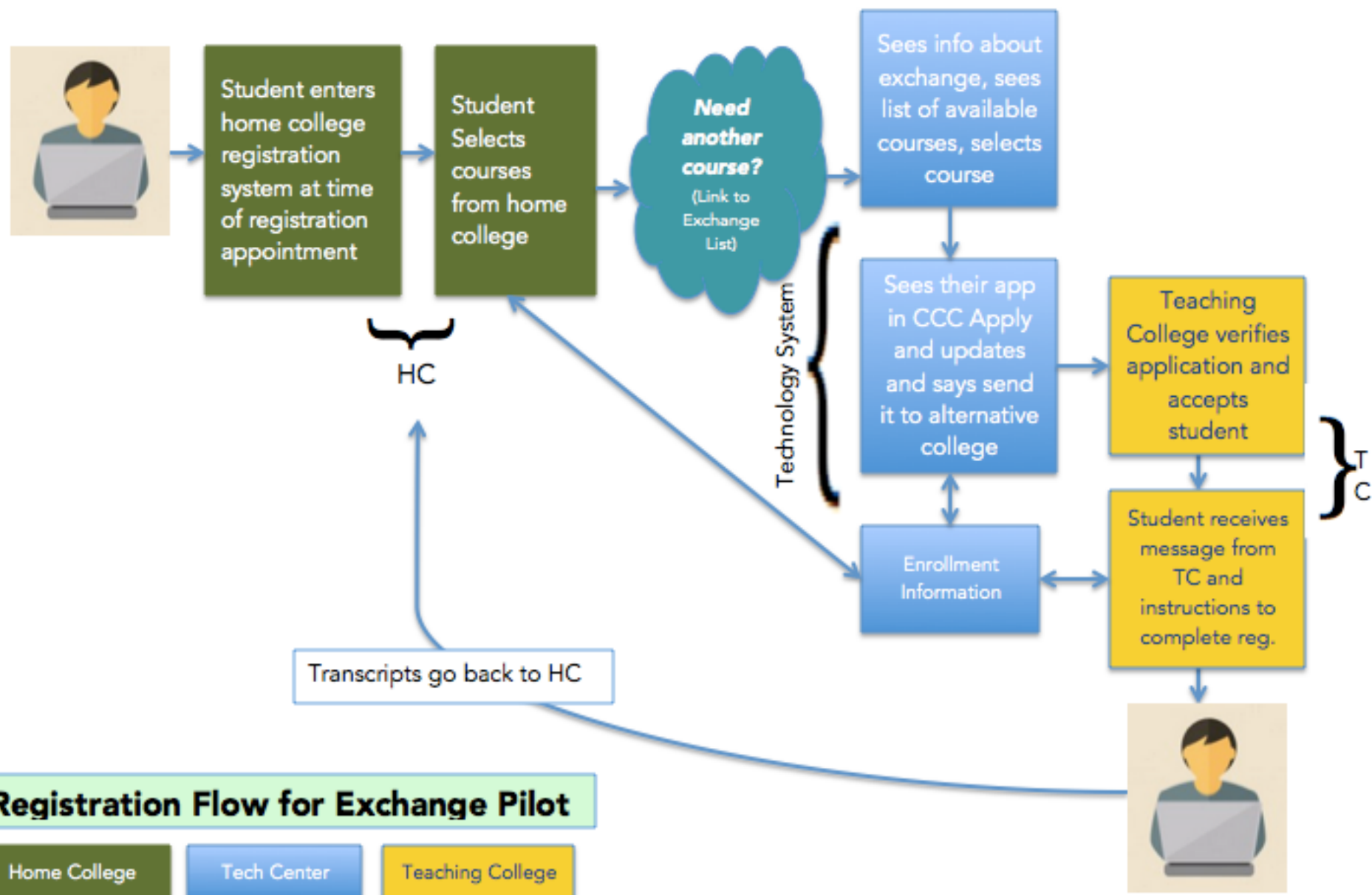- *CC* is an online meeting and collaboration platform designed specifically for online counseling.

- Synchronous online career, personal and educational counseling appointments

- Online academic advising appointments

- Online drop in / walk in sessions

- System-wide agreement for reduced cost to all 113 CCCs

Cranium Cafe
Because Human Connection Matters

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Online Library Resources

- Workgroup established to identify areas for system-wide coordination for online library services/resources

- Partnership with Council of Chief Librarians, Academic Senate

- Identify best practices for CCC libraries in serving online students

- Evaluate various technologies and options for networking librarians across colleges (e.g., reference, information competency resources, student portfolios, etc.)

Registration Flow for Exchange Pilot

Student enters home college registration system at time of registration appointment → Student Selects courses from home college → HC

Need another course? (Link to Exchange List) → Sees info about exchange, sees list of available courses, selects course

Sees their app in CCC Apply and updates and says send it to alternative college → Teaching College verifies application and accepts student → Student receives message from TC and instructions to complete reg. → TC

Technology System

Enrollment Information

Transcripts go back to HC

Home College | Tech Center | Teaching College

http://CCCOnlineEd.org